

Designing for Trust & Credibility on Video-Sharing Platforms to Support Youth's Development as Social Activists

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As an HCI and social computing researcher, I am interested in understanding if and how social media platforms, such as TikTok and YouTube, facilitate and hinder youth's development as social activists. Specifically, one component of my work is to understand how political misinformation and algorithmic bias on these platforms influence youth's perceptions of social inequities and their motivation to enact social change as they view political content on video-sharing platforms. Through this line of work, I aim to understand how youth build trust towards political content they see on social media which consequently informs how we might design platforms to promote the credibility of political content. Through this workshop, I hope to discuss potential opportunities for design with other researchers and practitioners around how we might design tools that mitigate algorithmic bias and political misinformation in order for youth to become aware of social inequities and develop them as informed and engaged citizens.

Additional Key Words and Phrases: social media, online political participation, youth, algorithmic bias, misinformation

ACM Reference Format:

Adrian Choi. 2018. Designing for Trust & Credibility on Video-Sharing Platforms to Support Youth's Development as Social Activists. In *Proceedings of the 2023 CHI Conference on Human Factors in Computing Systems (CHI '23)*, April 23–28, 2023, Hamburg, Germany. ACM, New York, NY, USA, 2 pages. <https://doi.org/XXXXXXX.XXXXXXX>

1 RESEARCH BACKGROUND

My research area lies at the intersection of online political engagement, social equity, and social media. Specifically, I am interested in understanding if and how youth use social media platforms as an educational tool to support their development as social activists. To structure my research, I use Paulo Freire's [2, 3] concept of critical consciousness as a framework to examine how social media can function as an online space for facilitating and hindering youth's ability to analyze social inequities, their political efficacy, and their actions that push for social change. By applying this framework to examine online political engagement on social media, we, as researchers and designers, can better understand how we might design social computing systems to develop politically engaged citizens and create an equitable democracy.

2 RELATION TO VIDEO-SHARING PLATFORMS

My recent work has observed video-sharing platforms, such as TikTok and YouTube, as online spaces that can facilitate critical consciousness among youth [1]. Findings from this work suggest youth encounter diverse political opinions and perspectives on video-sharing platforms that consequently develop their critical consciousness. However, this work also suggests that youth may be skeptical of the content they see on video-sharing platforms because of algorithmic bias and the amplification of misinformation. These obstacles may cause youth to distrust political content on these platforms, inhibiting their ability to understand social inequities and hindering their motivation to act against systems

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Manuscript submitted to ACM

of oppression. Consequently, youth's trust in political content on video-sharing platforms and the credibility of such information are important factors that facilitate youth's critical consciousness. As such, identifying opportunities for design interventions to promote trust towards political content and minimize political misinformation on video-sharing platforms is integral for creating social computing tools that support youth's development as social activists.

3 FUTURE WORK

In the future, I hope to pursue my research interests in primarily three distinct but interconnected directions. First, I aim to understand how youth reason through political content on video-sharing platforms like TikTok and YouTube. In particular, I want to research how youth currently identify credible political content on these platforms, build trust towards political content creators, and—by engaging with this content—develop or inhibit their critical consciousness. Second, given that civic programs have historically been places where critical consciousness development among youth have occurred [4, 5], I plan to partner with civic programs to investigate how adult mentors and peers might support youth in their development of the necessary media literacy skills to identify political misinformation on social media. In so doing, youth can find credible political content on social media, enabling their ability to understand social inequities with the support of adult mentors and peers within place-based civic programs. Third, I aim to co-design social computing interventions with youth that enable them to critically analyze political content to build trust in the content they view on these platforms. This line of work aims to identify design opportunities that might support youth's political efficacy and their ability to understand social inequities as they consume credible political content. These research directions aim to build youth's capacity to reason through the political content they view on social media, improving their resilience against the effects of political misinformation and algorithmic bias of video-sharing platforms.

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